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Shall We Bar the Married Teacher?

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Community Education

AT THE Detroit meeting of the Department of Superintendence the superintendents of cities of over 200,000 population will rally all community education leaders in the promotion of this feature of modern education.

Dr. Edwin C. Broome of Philadelphia has prepared a matchless program for the administration group--superintendents of cities with population over 200,000. With his usual forward-looking spirit he has concentrated the thought of the forty large cities on the responsibility of education for working with the community.

There has never been anything comparable to this in the sixty-two years of the Department.

This is no reflection on previous administrations. It simply magnifies the fact that education is starting a new decade with civilization making a new demand upon education.

Here are twelve superintendents of large cities literally leading American education far in advance of anything that was equally appreciated even a year ago.

"Working Together with the Community," not *for* it, but *with* it. That proposition, skillfully adapted by Dr. Broome, has limitless emphasis in it.

Ten years ago there had been nothing in any American city approaching what each of these men is now doing.

Edwin C. Broome.
John H. Beveridge.
Charles G. Glenn.
E. E. Oberholtzer.
Milton G. Potter.
Frank W. Ballou.
John H. Logan.
Paul C. Stetson.
William J. Bogan.
David E. Weglein.
Herbert S. Weet.
Thomas W. Gosling.
George Melcher.

Each of these city superintendents is a noble leader in modern education, working with the community as his major.

Sydney B. Hall of Virginia

SYDNEY B. HALL, who succeeds Harris Hart as state superintendent of Virginia, has had service in the State Department as superintendent of rural high schools, and has had national and international opportunities to study school systems, officially and professionally.

For the past two years Dr. Hall has been the head of the department of secondary education in Peabody College, Nashville.

Dr. J. L. Jarman was appointed to succeed Dr. Hart, when the resignation of Dr. Hart was accepted. Dr. Jarman accepted, but the appeals for him to remain as president of the State Teachers College were irresistible, and he withdrew his acceptance.

Keen as is the disappointment in Virginia and in the country at large in the withdrawal of Dr. Jarman's acceptance, those who are in position to appreciate the responsibilities of the state position in Virginia and the qualifications of Sydney B. Hall to keep the schools of the state at the standard they have attained are highly pleased with his appointment.

Creation of Riverbank Lodge

IN GLORIFYING Riverbank Lodge for its beautiful re-creation and wonderful modernization we confess to neglect of adequate recognition of the spirit and devotion which made all this achievement possible.

While I have never been a participant in any of the creative activities resulting in Riverbank Lodge I was one of the first to know of Cora E. Bigelow's appreciation of the sacrificing devotion of the rank and file of the teachers. Before there was any thought of Riverbank Lodge Miss Bigelow was thinking and talking about the life of many teachers who had no home affiliation.

It was this interest in such teachers which led her to unburden her heart to Mrs. Bancroft C. Davis, a relative, as she had to many others, and it was as genuine a surprise as it was an exuberant joy to have Miss Mabel Davis, the daughter of Mrs. Bancroft C. Davis, propose to give the famous estate, overlooking the river, to the Massachusetts Teachers Federation. Only those who had known of Cora E. Bigelow's effective anxiety for her teacher assistants can possibly understand what it meant to her to be the recipient for the Massachusetts Teachers Federation of this famous gift which has been transformed into the matchless Riverbank Lodge of today.

Safety Crusade in Brooklyn

IT IS REPORTED that 33,000 persons were killed by automobiles, and more than half-a-million injured, in 1930. The Safety Crusade rivals the unemployment situation.

Never has any definite universal crusade in the schools been organized or achieved more than the Safety Crusade in Brooklyn, N.Y. But it is almost like trying to produce perpetual motion mechanically, for the automobiles are multiplying marvelously, and the spirit of "go as you please" has been so mercilessly contagious that safety has seemed to be a hopeless undertaking.

Nevertheless, the schools have been so nobly and heroically organized and inspired that safety is fast passing the danger pace and 1930 has made a remarkable record in safety achievement. The Brooklyn Safety Council, created by Matthew S. Sloan, president of the Brooklyn Edison Company, in 1923, attained such proportions that in 1929 Clarence E. Spayd, secretary, talked to more than a hundred thousand school children, using safety films.

As a demonstration of efficiency the fatalities in Brooklyn last year, despite increased liabilities since 1923, were reduced from 308 in that year to 173 in 1929. This is the greatest recorded achievement of schools in a great emergency of any large city.

Unaccountably there are still some teachers who think it is more important to insist that children try to handle the predicate adjective safely than to play safe with public street traffic. Children will be safe in their class work in school if they give attention successfully to safety out of school.

Detroit's percentage of increase in ten years is only second to Los Angeles, and is two-and-a-half times greater than in the other three of the five largest cities in the United States.

Harris Hart of Virginia

WE CAN think of no educator who has been as vitally identified with any state, educationally and exclusively, as Dr. Harris Hart of Roanoke and Richmond has been with Virginia for the entire twentieth century.

In the first eighteen years of the century Dr. Hart made Roanoke, in industrial education, the best city of less than 50,000 population in the country. He demonstrated unprecedented civic, industrial and educational leadership, and was regarded as one of the state's most valuable leaders in public affairs.

In the last twelve years Dr. Harris Hart, of Richmond, has achieved as much for the state as he had done for the city of Roanoke, and he has been as notable a citizen as educator.

The Johnson Publishing Company of Richmond has developed really wonderful national as well as Southern prominence, and it has been no secret that Dr. Hart has been one of the Company's wisest and most forward-looking advisers, so that his prominent attachment to the Johnson Publishing Company is no surprise.

Famous School Board Members

J. L. VAN NORMAN, LOS ANGELES

By ALBERT E. WINSHIP

LOS ANGELES schools, elementary, junior high, and senior high schools, have given the city modern education at its height for a third of a century.

I have known the schools of Los Angeles intimately for forty-eight years, which can be said of no one else who has never lived within 3,000 miles of that city.

My measure of a city's rank in education has always been: (1) the per cent. of the children in the city schools; (2) the proportion of the children who are not retarded; (3) the proportion of the children who complete the sixth grade; (4) the proportion who complete the ninth grade; (5) the proportion who complete the twelfth grade; (6) the proportion who complete a college or professional education; (7) the proportion who use their education in a successful business or professional activity.

With this seven-fold unit as a measure Los Angeles has led the cities of the world in the forty-six years that I have known its schools intimately.

The city school board and its chairman must be credited with official responsibility for such achievements.

J. L. Van Norman, who has been chairman of the city school board for the past two years, and a member of the board for four years, is a notable example of the quality of service rendered the city by members of that school board for forty-six years.

"When to say 'yes'; when to say 'no,' and when to say nothing," were the requirements for success given by J. L. Van Norman, when he was called upon recently by a Los Angeles newspaper to express his views to be published in a symposium of the opinions of other leading citizens.

The crisp quality of this statement characterizes the man who can say "Yes" and "No" emphatically, and who can maintain a discreet silence on occasion. For two years Mr. Van Norman was the chairman of the purchasing and distribution committee before he became the chairman of the School Board.

Mr. Van Norman came to Los Angeles as a child, received his elementary and high school education in the schools of the city. His business interests are those of Van Norman and Morrison, Inc., of which he is president. As vice-president of the United States National Bank, also of the Lincoln Mortgage Company, and chairman of the board of directors of the North American Building-Loan Association, he is widely known.

It is the shining record of the Los Angeles Orthopedic Hospital, of which he is treasurer, that he considers his proudest connection. Devoted to the crippled children of the Southwest, it is one charitable institution which has no debts, discounts its bills, has resources approximating $2,000,000, and carries a substantial bank account. This institution, together with the welfare of the more than 400,000 school children of Los Angeles, are the two activities to which Mr. Van Norman gives his best abilities.

There is no higher tribute to the city of Los Angeles as a centre of education than that it can command the services of civic and economic leaders of Mr. Van Norman's capacity and devotion.

Their Bungalow

By NIXON WATERMAN

Just as a pair of robins build
  Their love-wrought nest without the aid
Of some conceited bird who dares
  To tell them how it shall be made,
So John and Mary proudly planned
  Their home, and deemed 'twould be a sin,
Amid their rosy dreams, to let
  An architect come butting in.

Alas! it was not wisely planned,
  For doors and windows, so they find,
Are out of place; some rooms too large
  And some too small; but, never mind!
With pride they show their house to friends,
  Who, as they view it, come to know
Why John and Mary will persist
  In calling it their "bungle, oh!"

Belding's Page

Journalism for High Schools

AT A MEETING of the American Association of Teachers of Journalism, held in Boston the latter part of December, Professor John E. Drewry, of the University of Georgia, president of the Association, advocated a compulsory course in journalism for high schools—a course laying emphasis upon the intelligent reading of newspapers and magazines.

Such a course might be immensely valuable.

Bridging the gap between school and life is a major task whose importance has frequently been overlooked.

Test the pupils in any average high school, to see how many of them read the newspapers, and in what manner. The big world of events is daily mirrored forth in the press. Do the boys read anything but the sports pages and the comics? Do the girls get beyond the comics and the love stories—true or fictitious?

That something is needed to make the really significant news interesting to young people, must be generally admitted.

Commissioner Cooper had this situation in mind when he recommended recently to the metropolitan press that special sections be printed, once each week, or oftener, for the purpose of interesting students of high school age in events and movements which, as growing citizens, they need to be informed about.

Another and more immediate approach to the same problem can be made by school authorities themselves, in the setting up of journalism clubs, courses or conferences, in charge of competent adult leaders.

To the mature citizen the daily newspapers may need no interpreter beyond their own editorial pages. But the young person finds it hard to break into the midst of the confusion, and know what it is all about.

Teaching Health and Character

MODERN education has shouldered certain new tasks which are far more difficult to perform successfully than were most of the old tasks. Among these newer and harder tasks are those of training for better health and better character.

In each of these fields, the operation of cause and effect is less obvious, less demonstrable by experiment, than in the exact sciences, so called.

No boy or girl who had studied physics would attempt to invent a machine which should depend upon a reversal or contradiction in the law of levers. There are few if any skeptics in the matter of physical laws. Rarely does a student who has been instructed in a principle of physics, or chemistry, or mathematics, pin his faith to an exception. The expectation of a miracle is no longer present in the minds of persons who have been properly instructed.

In health and in character the situation is different. Pupils become acquainted with the laws of health, for example. They learn that the body demands fresh air and exercise and sleep in proper proportions; that it demands regularity in eating, and so on. But only a part of the class believes these facts to the point of obeying the rules.

The same thing is true with respect to character. Perhaps it is more manifestly the case with character than with health.

It is possible to fill the minds of children with a perfect system of rules relating to moral conduct. They may be shown the workings of righteousness toward a desirable end and the workings of misdeeds toward a disastrous finish. Some of them are convinced but others of them are not. The world is all around them. In that world the laws do not appear to operate with accuracy or precision. People do wrong things and get away with them. Often the wrong path seems to be the shortest, easiest, and most successful way to reach a coveted goal.

To be sure the newspapers are replete with stories of evil brought to light. But no one ever knows how much of evil-doing escapes exposure. Nor is it evident that any large portion of the evil which is exposed is actually punished. Inward punishment there may be but that is not convincingly present to the casual observer. The laws of the moral universe work slowly, often silently and secretly.

The child or the youth may, therefore, remain doubtful of the principles which are handed down to him. He may learn to point the moral of every tale that is told him, and yet in his heart of hearts he may continue to be a miserable sinner.

Development of character thus becomes an art. It requires deep penetration into the emotions and the will.

To teach the accepted principles of character or of health without arousing a desire to obey them and without affording practice in obeying them and painful experience as the result of violations, is to waste instruction.

The more nearly education can be made to reproduce life situations for the child; the more truly it can be made a beginning of life itself—the more effective will its lessons become.

Auson W. Belding

Associate Editor

Shall We Bar the Married Teacher?

By JAMES N. EMERY

Principal, Potter School, Pawtucket, R. I.

DURING the last half-dozen years a slow but gradually spreading tendency has been making itself evident in first one, then another of our towns and cities, in the barring of married women as a class as teachers in the public schools. The regulation as generally adopted provides that the marriage of a teacher shall automatically terminate her contract. Sometimes the loophole is left that she may be temporarily employed during the pleasure of the superintendent or school committee, and in nearly all systems she is called upon to act as substitute teacher to a greater or lesser degree in the absence of the regular incumbent. As a general rule, however, she is left without status or assured position.

While various reasons have been urged for this wholesale barring of matrons from the schoolroom, it is rather difficult to find real justification for this drastic prohibition which does not ultimately lead back to the very practical and political one that, with a wage-earning husband of her own, she is keeping some single girl out of a position. Save for negligible instances, the office, the store, the factory, the telephone switchboard, put up no such wholesale closing of the door against the married woman, provided that physically, mentally or temperamentally she is capable of doing the work required in a satisfactory manner.

On the face of it, it is rather hard to understand why the otherwise qualified young woman who becomes the wife of a young business or professional man, or even mechanic whose habits and standing in the community are creditable, should be automatically barred from the schoolroom on that account. The dignity and glory of wifehood and motherhood have always been extolled in the highest terms by author, artist, preacher and poet. Even the Scriptures and the prayer-book tell us that matrimony is "an honorable estate, not lightly to be entered into." Yet in a growing list of communities the school teacher who marries automatically faces the loss of her position.

Is the married teacher less fit to handle youth because of her marriage? Is her character, her technical skill, her interest in the work of lesser quality than her unmarried colleague? Indeed, the married teacher, for the most part, brings to the work a broader outlook, a ripened experience of life, greater understanding of pupils' problems, a more sympathetic attitude, and maturer judgment. In the main she continues teaching because she is really interested in the work and likes that occupation.

Every woman who is trained for teaching at the expense of the state, as is the case in practically every commonwealth, represents a direct expense of several thousands of dollars to the community for her preparation. If her marriage is to bar her from the classroom, this is a dead economic loss.

One of the most plausible arguments against the employment of the married teacher is the expressed fear that her interests will be divided. She cannot run both her home and her classroom successfully. She will be more ready, it is urged, to take the advice and counsel of her husband than those of her superiors in authority, less ready to carry out directions because of the husband at home, to whom she looks up as the supreme authority.

The sensible husband usually has no wish to interfere in the running of schools by the constituted authorities. The young husband whose wife works in a business office, in a department store, in the telephone service, rarely even considers interfering in the policies of the corporation that employs his wife. Unfortunately there are too many of us, superintendents and principals, who are only too ready to set ourselves up as oracles, with the fear that our sweeping dictums will be criticised by our subordinates. If the facts could be obtained, it is very probable that our edicts are criticised and evaded fully as much by the single girls who teach under us, as by the matrons who continue in teaching.

To a certain extent the married teacher will divide her interests between her home and her school work. Yet it is not always the married teacher who puts on her hat and coat when the dismissal bell strikes in the afternoon, closes her desk, and departs without thought of her classroom till the next morning.

I know of a certain superintendent who, when interviewing a married applicant for a teaching position, was wont to ask: "If your child were sick, which would be your first care—the child, or your school?" If the prospective teacher answered, the school, he set her down as heartless and unsympathetic. If she confessed that her first interests would be with her child, "Then, by your own admission, wouldn't your school and your school work suffer?" In either case, no matter what the response, the applicant was refused the position.

Yet suppose the single girl's mother or sister were taken critically ill? Suppose it were a question of giving up her position to care for them? What would be her choice?

The married teacher, to be sure, wrecks two certain traditional types of school-ma'am whom cartoonists and writers have delighted to portray. One, the sweet young thing who is the belle of the neighborhood, and with whom every eligible young man is supposed to be enamored. The other, the angular, crabbed, unattractive spinster, who, through some twist in her makeup, mental or physical, is unsought by masculine attention. The married teacher does not fall into either of these categories.

William A. Smith, in his work on the Junior High School (Macmillan, 1925, pp. 418-9) strikes an emphatic note when he says:—

"The average American teacher teaches only a few years. The men leave as a rule to enter more remunerative occupations, and the women leave most commonly upon getting married. In this way we continually lose a large proportion of our best teachers just when they are becoming most proficient. While this loss has a very serious effect upon the efficiency of our schools all along the line, it is especially detrimental at the junior high school level, where maturity, balance of judgment, sympathy and breadth of outlook are so indispensable. The fact of the matter is, and we may as well recognize it frankly, that we shall not be able to solve in an adequate manner the problem of the junior high school staff, nor the problems of the teaching staffs for other levels of service until we begin to retain permanently those teachers who are really adapted to teaching. . . .

"Similarly the opposition to married women as teachers must be cleared away. . . . Other things being equal, those who have the greatest interest in the profession and are most adapted to the work of teaching would continue, all of which would, of course, militate strongly in favor of an efficient teaching staff. As a matter of fact, those communities which have made the greatest progress toward the development and retention of high-grade teaching staffs have long since removed the ban against married women. And there is a growing disposition in other communities to do likewise.

"As repeatedly stressed, the junior high school level is peculiarly in need of mature and well-balanced teachers. Providing adequate salaries and admitting married women freely will do much to insure such teachers for junior high schools."

In the writer's own experience, covering nearly twenty years in school administration, he has known exactly one case where a really high-grade teacher's work suffered materially after her marriage. In this particular case the girl in question entered into an ill-advised marriage with a worthless young wastrel, which was of short duration. Her home life must have been a veritable purgatory, and it is small wonder that her school interests suffered. In the various other cases that have come to his knowledge marriage acted as an efficient sieve to winnow out those who really had a taste and an aptitude for the profession, and those whose incentive for teaching was mainly centred around the pay-check. The mediocre and inefficient teacher will continue to be mediocre and inefficient, whether her visiting cards bear the prefix Miss or Mrs.

After all, our schools are conducted primarily for the interest of the children whom the state and community are educating, not to provide positions and salaries for young women, married or single. Any viewpoint which seriously considers any other reason than securing the best teachers available for the salaries which the community can afford to pay, must inevitably result in a lowering of standards and decreased efficiency. The best teacher, from the standpoint of character, training, experience and efficiency, is the only one to be considered, whether she be Protestant or Catholic, old or young, single or married. By her work and by her results we shall know—and judge her.

Get It Done

It isn't the job we intended to do
Or the labor we've just begun,
That puts us right on the balance sheet,
It's work we have really done.

Our credit is built upon things we do,
Our debit on things we shirk,
The man who totals the biggest plus
Is the man who completes his work.

Good intentions do not pay our bills,
It is easy enough to plan,
To wish is the play of an office boy,
To do is the work of a man.

—Author Unknown.

Southwick Consolidated School

By M. C. MOORE

Superintendent, Southwick, Massachusetts

How the little town of Southwick has brought its schools together under one roof, and is transporting 270 of its 320 pupils daily with the help of school-boy patrolmen, is here described.

IN THE report of the school committee of Southwick, Massachusetts, for the year 1884-85 occur these words:—

"In the judgment of the committee, it would be economy to build new schoolhouses in districts number 1, 2, 7, and 8." Thus, long before the days of superintendents and centralization projects, Southwick was not pennywise and pound foolish in its school building program. In the first annual report of Superintendent J. S. McCann in 1911 occur these words: "Consolidation of schools has solved many perplexing problems in other towns, and I sincerely hope that this subject will be given careful consideration in this town." Apparently, even such a mild statement did not meet with favor, for he does not mention it again in subsequent reports. But the seed sown by him and his successors led to a slowly growing interest in centralization, until, during the superintendencies of W. H. Sanderson and C. H. Pratt, the matter of consolidation was given prolonged and intensive consideration by the townspeople. It fell to the lot of Superintendent Pratt, now of the Harwich Union, actually to bring it about. It was largely due to his patience, wisdom and tact that complete centralization was effected, a new building erected and the re-organization of the entire school system was brought about with a minimum of friction and wasted effort. Nor would his work have been effectual without the co-operation of a most unusual and efficient school committee, consisting of Charles M. Arnold, Herbert L. Miller, and Miss Eliza Vining. Nor should we omit mention of the building committee under the able chairmanship of Kenneth Gillett, who gave the town more for its building dollar than is usually the case.

The building was dedicated May 10, 1929, and on May 20 twelve school buildings, eleven of them of the one-room type, were closed, and 320 pupils housed in the new building that has attracted so much favorable comment. This is situated on College Highway, at the front of a large playground in the centre of the village. It has nine classrooms, 22 × 30 feet; assembly hall, 42 × 48 feet; a balcony and stage, a teachers' room, school health room, book and supply rooms, lunch and playrooms for boys and for girls, a kitchen and a boiler room. Each classroom contains a wardrobe with swivel doors on which blackboards appear when closed. The assembly hall is used for community gatherings and athletics as well as for school activities. Two hundred and seventy of the 320 children are transported daily in four municipally-owned busses. Each bus makes two trips in the morning and two in the afternoon. No child is required to walk farther than under the old system, and most children get door-step service. A very efficient safety patrol has been organized. This consists of two boys for each trip, who have charge of the children while entering or leaving the bus, as well as maintaining order while on the trip. This student control leaves the driver free to give his entire attention to safe driving, though he has authority to intervene, if necessary. Once a week the entire patrol meets with the principal for conference and discussion how to improve their service, and to devise ways and means for greater safety. The authority of a patrolman, when wearing his badge, is seldom disputed by a pupil, and is fully sustained by the principal in almost every case. It is found that the patrolmen show discretion and good sense in exercising their authority quite as often as do adult officials.

The teachers of the building have formed themselves into an organized club which finances and manages a school lunch. Simple, nutritious dishes, such as hot soups, macaroni, creamed fish, and cocoa, together with crackers and cookies are given in generous servings at five cents each. The lunch is well patronized by the pupils. The teachers are also engaged in a three-year program of curriculum revision.

The County Extension Service is co-operating in maintaining three enthusiastic four-H Clubs, in cooking, in sewing, and in forestry. The health work is carried on by a school physician who calls one day per week, and a school nurse who gives two whole days per week, devoting a portion of her time to attendance problems and to social service work for pupils in special cases. The citizens of the town are proud of their school and generous in giving it their moral support. The Woman's Club and the Grange have given concrete evidence of their interest from time to time. No one of the citizens of the town, or personnel of the school, would claim that perfection has been attained or approached, but it is felt that real progress has been made, and conditions made more favorable for consistent growth and progress later.

Let Map-Making Precede Map Study

By W. C. McGINNIS

Superintendent, Perth Amboy, New Jersey

What would your own answer be to the question which has been asked of more than 2,400 seventh-grade children to test their ability to interpret maps?

I HAVE just been reading Rousseau's Emilius and Sophia, or A New System of Education. The volume I have is labeled "A New Edition." It was "Printed for J. Poth and D. Chamberlaine" in Dublin in 1779.

On page 17 Rousseau says: "We never know how to suppose ourselves in the place of children; we never enter into their manner of thinking." On page 18 he advises that a child's geographical studies should be begun with a consideration of areas with which he is familiar.

On page 11 is the following: "You intend, we'll suppose, to teach your child geography, and for that purpose provide for him maps, spheres, and globes. What an apparatus! Why do you not rather begin by showing him the object itself, that he may at least know what it is you are talking about?"

Rousseau's theory of "A New System of Education" is in some respects superior to educational practice a century and a half after this "New Edition" was printed in Dublin.

"We never enter into their way of thinking." What a challenge to the teacher of 1930 is contained in those words penned so long ago.

In the matter of geography study our common practice falls short of Rousseau's new system. Take, for instance, the introduction of elementary school pupils to the study of maps. What do we do? We "provide for him maps, spheres, and globes." And with Rousseau we may say: "What an apparatus!" Maps, spheres, and globes are valuable and necessary helps in the study of geography, but because of the way we present them to the pupil he is liable not to know what we are talking about. To many pupils in the elementary grades map interpretation is a mystery. To countless numbers of them a scale is no more understood than the content of an unopened book.

Teachers and principals who want to test the understanding of seventh grade pupils in the matter of map interpretation may do so by giving a very simple test, a test containing only one question. The test including directions is as follows: The teacher says: "Please remove everything from the tops of your desks except pencils and paper. Take out your geographies. Open them at page . . ." (The page given must be such that the books are opened at the large map of the United States.) "I am going to ask you one question. Write your answers on your sheet of paper. If you cannot answer the question, write: 'I don't know.' Here is the question: 'If a man lies down with his head on the border line between Vermont and Canada with his legs pointing south, where will his feet be?'"

I have used this test with seventh grade pupils in several school systems in several states over a period of twelve years. The number of seventh grade pupils who have been given this test by me or at my suggestion is in excess of 2,400. Among the answers accepted as correct were the following: In Vermont, South of Canada, South of the Canadian line, In Northern Vermont, Near the Canadian line, Near the line between Vermont and Canada, Between five and six feet below the line, North Border. A large number of pupils answered: "I don't know."

Among the wrong answers were:—

In Pennsylvania	Montreal	West	Burlington
New York	Toronto	South	Hartford
Massachusetts	Quebec	East	Montpelier
Texas		North	Long Island
New Jersey			Boston
Connecticut			Barre
Georgia			
New Hampshire			
Virginia			
Maine			
Southern Vermont			
On the letter T in Vermont			
South America			
Atlantic Ocean.			

Some teachers and principals have said that this test is not a fair test; that the question is a catch question; and that it is not valid, because it does not test what it is intended to test. They call attention to the fact that nothing is said to the pupils about the map or about map interpretation.

The objections are not sustained under analysis. If we give a test in multiplication, addition, division and subtraction we do not explain to the pupils that it is a test in arithmetical computation. The fact is obvious in each case. In the map interpretation test the answers show that the pupils take it as a test involving the map. The reason why the map is not mentioned in the directions is that a commonsense answer to the question doesn't need the map at all. The presence in the situation of that mysterious and little understood thing, a map, is what confuses the pupils. The map is before them. They think they must use it, and that they don't know how to use it is clearly shown in the ridiculous answers.

Children should be taught to make maps before they are expected to study and interpret the usual maps, globes, and spheres which we furnish them. The first map studied should be a map of the classroom and the next a map of the school grounds, showing the location of the schoolhouse, walks, bounds, etc., etc. These maps should be made by the pupils. The idea of a scale should be developed, and they should be encouraged to draw several maps of the same area using different scale units. If this procedure is followed maps will not be mysterious things. In the teaching of geography Rousseau's "New System of Education" deserves a place in our modern schools.

An Impression of Chesterton

By DENIS A. McCARTHY

[Boston Herald, December 21, 1930.]

AUDIENCES which gather in large halls to hear G. K. Chesterton, at present lecturing in this country, will be happy if the auditoriums are equipped with amplifiers, for Mr. Chesterton is a large man with a small voice. Besides, he speaks quite casually, without any attempt to have people hear him. He never seems to rise above the mood of pleasant persiflage. His purpose is, of course, deeply serious, but his seriousness does not find expression in any depth or richness of color in voice or manner. He keeps the attitude of the jester throughout. He is not an orator. He does not stir the deeper emotions. Yet out of apparent absurdities and inconsequentialities he fashions significant statements.

Chesterton chuckles at his own jokes—a thing which would be unbearable in others, but which seems unobjectionable in him, even as it was in the late Chief Justice Taft. Perhaps the size of Chesterton has something to do with it. He is big in bulk, as Taft was; so much so, in fact, that, as he himself expressed it, he has great sympathy with whales—which, by the way, he pronounced "wales."

Hearing Chesterton is interesting but not exciting. One leaves the hall with the feeling that a pleasant time has been had by all, but there is disappointment at the lack of range. One has missed something. The deeper chords have not been touched. The deeper notes have not been sounded. He does not evoke those "thoughts beyond the reaches of our souls" which we expect of one who has written such exquisite poetry. We feel, however, that an important contribution has been made to our stock of ideas. We have been shown how to turn the laugh on those who have been scouting as out-of-date and out-worn old beliefs and old moralities. The people who have been trying to make religion ridiculous have had the fool's cap placed upon their own heads. Wit, humor, brilliancy, long the favorite weapons of the ultra-modernists, have been wrested from their hands and skillfully used to attack the attackers.

So, if you are a believer with Emerson that "what is excellent, as God lives, is permanent," and that furthermore our present civilization is indebted to the past, which we are in the habit of scorning, for much of its soundness and beauty—indeed, that most of that which is sound and beautiful is but a survival from other and saner days—you feel that your evening has been well spent. But if you expect from the speaker the splendors and emotions evoked by his poem "Lepanto," in which amidst the beating of drums and braying of bugles "Don John of Austria is going forth to war," you come away dissatisfied.

However, one cannot have everything in this imperfect world. And Chesterton is well worth hearing even if he does not give us the melodrama which we expect in a full-length oration.

A Nation's Builders

By Ralph Waldo Emerson

Not gold, but only men can make
  A people great and strong—
Men who, for truth and honor's sake
  Stand fast and suffer long.

Brave men, who work while others sleep,
  Who dare while others fly—
They build a nation's pillar deep
  And lift them to the sky.

Group Work—The Recitation

By EDGAR S. JONES

Superintendent of Schools, Lovington, Illinois

"The talking teacher is a hindrance to the mental growth of the class, and oft-times reduces the desire of the pupil to express himself," says the writer. This article contains many interesting suggestions for effectively conducting recitations.

WE are all aware that efficiency in any undertaking is largely the result of proper co-operation. This is true in all types of community activities, industrial endeavors, church associations, and all phases of groups in the educational activities. If a teacher will make a careful study of outside team-work, it will aid materially in developing team-work in conducting recitations.

Much is being said nowadays about the skill of the craftsman. In mastering the technique of the recitation the teacher must apply some of the same standards of measurement as does any other worker. It is by watching the skilled individual that we may receive many suggestions that will apply directly to the conducting of a worthwhile recitation. (It is a fine thing for a teacher, irrespective of training or experience, to spend a day now and then in observing how another teacher conducts a class.)

The doing of team-work in the recitation merely means, at this time, the more careful study by the teacher of better methods of procedure in the conducting of the recitation and the application of them. It also refers to creating the condition whereby all the pupils feel that they are members of the group. This is proven by the way in which each individual attempts to do his part. Team-work is the product of individual effort. It is during the recitation that the student should be given an opportunity for expressian—oral, written, demonstrating or listening. The opinion is held that one of the most important specific things that the teacher can do in creating a team is to assist the pupil in his effort to learn to think and express himself.

Some of the principal elements that enter into the conducting of a type recitation are:—

1. The subject matter must be such that the child can interpret as the recitation progresses. It must not be so easy that the pupil makes but little effort to obtain an understanding. On the other hand, if the work is so difficult that there is practically no meaning, the danger is just as great. The skilled craftsman does not create either condition, but so arouses the mind that the student regularly is induced to put forth his best effort. It must be borne in mind that the child has the understanding that he must master at least a part of what is to be done.

2. Perhaps the element that clogs the wheels of the recitation the most is the one of indefiniteness. It is essential in any recitation that the teacher focus the attention on the main topic. The microscope and the radio machine are valueless until the proper adjustment is made. The fact that an object is beneath the lens of the microscope does not mean that it can be seen. It is not uncommon to find a teacher conducting a recitation who does not seem to have the slightest idea as to where she is going.

3. Another general element that should be considered is the one of the waste of time. This refers to the time lost in calling the classes as well as the time spent in needless questions and repetitions made by the teacher. Much time is lost in attempting to have a recitation when there has been a lack of preparation. Spend some time in looking after the details of the study period and the waste of time related to the recitation will be reduced to a minimum. Frequently the loss of time is the result of indefinite assignment.

4. The recitation should contain a brisk movement of thought on the subject at hand. This is brought about by suggestions and questions. Quite frequently the interest is at low ebb, because the development of presentation is so sluggish that but little thought is provoked.

5. One of the main duties of the teacher in conducting the class recitation is to cause the pupils to take hold of the subject at hand and proceed onward with its development. The teacher is supposed to act as a guide and not to devote the time to talking to the pupils. The talking teacher is a hindrance to the mental growth of the class, and oft-times reduces the desire of the pupil to express himself. If lessons are to be mastered the assignments must be explicit and made in language that the child understands. The talking teacher does about as much harm as the neighborhood gossip. If you are addicted to the pernicious habit of excessive talking, reverse the situation and give the student an opportunity for response.

6. A source of much vexation and disorder is the habit of allowing pupils to interrupt the recitation by the asking of questions or signaling the teacher and having her stop her work for some trivial reason. With but few exceptions the

needs of the pupils should be seen to at the recess periods and between the recitation periods. For instance, it is better to have a period for the sharpening of pencils than to allow ten or fifteen pupils to do this during a recitation period.

7. There are but very few really abnormal boys and girls in the schoolroom. It is the teachers' business to create an atmosphere of good will and sympathy, as it is by these conditions that results are obtained. The sincere teacher who causes the boys and girls to feel that she is counting on them to do the right thing, and that she has faith in them (the real kind) that they are going to try to do what is desirable, has made a real beginning in class team-work. The throwing of the whole soul of the teacher into the forming of a better recitation will produce an interest to which but few are immune.

8. Another factor that assists in bringing about the desired results is the personal attention that the teacher gives to the individual who is not able to pass the most difficult places without considerable indirect suggestion. (Let the student have the joy of the discovering of the truth.) It is recommended that the teacher have frequent conferences with the pupil regarding the forming of better habits of responding.

9. In becoming a better teacher it is necessary to pay more attention as to how and under what conditions the child masters the matter rather than the amount he acquires. Another essential factor is that the pupil be interested. Along with interest may be mentioned the factor of attention. If attention is to be secured and maintained it is necessary that all disorganizing or retarding influences be eradicated. It is suggested that the teacher form the habit of scoring her recitation frequently. Such a plan has a tendency to improve the technique of instruction and eventually assists in the conducting of a more thorough recitation.

10. It is an easy matter to lose one-half or all of the recitation time by doing certain mechanical things after the recitation has started. This refers to such acts as adjusting a blind, opening or closing doors, lowering a window, supplying paper or pencils, arranging material and looking for misplaced helps. A recitation is very similar to a basketball game in that after the referee blows the whistle the game starts and each player is ready to do his part.

11. A recitation, irrespective of the type, must be systematical, as

(a) The best possible type of beginning.
(b) The continuing throughout the period in a regular manner. If a process is to be developed, the teacher should form the habit of making a clear-cut explanation or demonstration. If this is to be followed by responses from the pupils, the presentations should be such that the pupil can interpret. If this is done even the below average student will use his initiative. When a pupil is requested to state something, he should not be interfered with by suggestions or questions until he has completed his talk. To do so means about the same as walking backward.
(c) The closing of a recitation should be such that the most interesting or fundamental thought is emphasized. If the close is an assignment, there is a chance for the finish to be a typical example of above average attention and interest—the two fundamentals in team-work.

12. It may be said that the constant daily effort to improve the oral expression by causing the child to feel that he is a member of the class recitation by having regular opportunities for expression is a necessary fundamental. The following suggestions cover the main advantages of the oral recitation in developing a team:—

(a) In the oral recitation the teacher is better able to make her personality felt.
(b) It gives an unusual chance to arouse interest. A thought-provoking question at the proper time always causes the attention to return.
(c) The oral procedure is natural and logical, in that if gross errors creep in they may be immediately set aside.
(d) In the oral type there is always the possibility to direct proper thinking.
(e) It is a law of expression that if the form of thought is low in written or demonstration work it may be improved by doing directed thinking along the line desired.

Joys of Life

Life is but a long vacation
To the man who loves to work;
Life's an everlasting effort
To the man who likes to shirk.
To the earnest, faithful worker,
Life's a story ever new;
Life is what we try to make it—
Reader, what is life to you?

—Exchange.

Personal and Professional

HENRY TURNER BAILEY, who spiritualizes the education message as does no other platform speaker, gives his Massachusetts friends of more than sixty years a joyful Christmas greeting in the message that his home hereafter will be at North Scituate, Massachusetts, as it was for more than a third of a century. He is ardently welcomed by the Old Bay State.

HUNTLEY N. SPAULDING, ex-governor of New Hampshire, whose presentation of the best State Teachers College Social Service House in New England, if not in the country, and whose promotion of public education in the state in his administration was one of the state official high spots of recent years, is a member of President Hoover's Commission on Conservation and Administration of the Public Domain.

DR. ALBERT CHARLES DIEFFENBACH, 20 Beacon street, Boston, editor of the Christian Register for twelve years, is an inspiring and informing speaker on education, magnifying the spiritual phase of modern education. A native of Maryland, a graduate of Johns Hopkins, he is one of the highly popular speakers on education in the state, especially on graduation occasions. There are few speakers who bring to convention or an institution a more worthwhile message than does he. He is thoroughly national and international in his vision.

DR. HERBERT WARREN LULL, superintendent of Newport, R.I., for more years than any other man now in service has enjoyed the official confidence of any other city in the state, always does everything professional artistically. This year he closed a beautiful "Holiday Greetings to all Teachers and Assistants" with this sentiment:—

"Today service is the keynote of our life. You teachers are by your own choice in a profession that pre-eminently exemplifies service. May your service be a great source of joy to you and of profit to Newport."

WALTER G. HJEDTSTEDT, instructor in the Roosevelt Senior High School, Chicago, has had the most elaborate student correspondence with the high schools of the world of which we have ever known. The Chicago consuls of all foreign countries have co-operated with the students of the Roosevelt Senior High School in making connections with the leading cities of his country. As a result the Roosevelt Senior High School is genuinely interested historically, industrially and civically.

DR. WILLIAM G. VINAL, professor of nature education in the School of Education, Western Reserve University, "Captain Bill" in popular magazines and the daily press, has been professor of nature study in Rhode Island College of Education and in New York State College of Forestry, Syracuse.

Dr. Vinal is a creator of ways and means of magnifying vital functionings in nature which have hitherto escaped public recognition. He is a rare genius, promoting publicity education by masterful suggestions that are strictly professional.

FRANCIS W. CROOKER, Fitzwilliam, N.H., editor and publisher of suburban and country weekly papers for half-a-century, has always been a champion of education with voice and pen, in politics, church, and society. I have known him personally and delightfully for forty years. He has been as busy as any man I have known. He has been a hundred per cent. heroic in the promotion of every phase of community opportunity and responsibility. He has celebrated his seventy-fifth year here and there in New England by publishing "Chips from Old Hayseed's Hatchet and Old Hayseed's Diary," which will be relished by those who have been associated with him in the political, educational, and community crusades of the last forty years. It is published by Mr. Crooker at Fitzwilliam, N.H.

LIVINGSTON SELTZER, Pottsville, Pennsylvania, after serving as superintendent of Schuylkill County for twenty-five years and six months, retired last July. He has a state annuity, and has been reasonably thrifty, but he is in fine health and will enjoy life. Assistant County Superintendent J. M. Schrope has prepared a county manual which is an interesting account of Mr. Seltzer's notable services to the county for a quarter of a century.

MISS ELLA FRANCES LYNCH, Minerva, N. Y., founder and promoter of National League of Teacher Mothers, is spending the year in Europe, and on December 5 she received the apostolic blessing of the Pope in recognition of her noble service in the cause of family education.

BYRON HAWORTH, a teacher in the Greensboro High School, Greensboro, N. C., spends approximately one-half of his time in developing a public relations department under the superintendent of city schools. He has made a great contribution to the local situation. He is editor of the Greensboro School Journal.

They Say

F. J. VOGLTANCE, Schuyler, Nebraska:—

"In order to do the most good as a teacher, one must come down to his pupil, know him, take him as he is and then try to make him what he should be when he becomes a man. It takes no great amount of learning to know this."

MARION E. HINES, Boston:—

"Children in Grade III especially enjoy growing up with the heroes that have made our history. Their curiosity and interest may be satisfied through reading, through pictures, and through oral language in its many forms. Dramatization plays an important part in the reconstruction of the experiences of others. From such a study the children acquire not mere memorized facts, but a fund of interesting worthwhile stories tied up with childhood, which inform without the consciousness of the 'teaching' element."

JOHN DEWEY:—

"The natural man is impatient with doubt and suspense; he impatiently hurries to be shut of it. A disciplined mind takes delight in the problematic and cherishes it until a way is found that approves itself upon examination.

"Scientific method is in one aspect a technique for making a productive use of doubt by converting it into operations of definite query."

HAROLD RUGG:—

"Tolerant understanding and creative self-expression—the two great aims of the new education. These are the two criteria on which we shall appraise the child-centred schools."

WALTER S. GIFFORD:—

"This depression will soon pass, and we are about to enter a period of prosperity the like of which no country has even seen before; a new era of big business working for the fulfillment of its social obligations."

G. BERNARD SHAW:—

"To rouse their (the Americans') eager interest, their distinguished consideration and their undying devotion, all that is necessary is to hold them up to the ridicule of the rest of the universe. Dickens won them to him forever by merciless projections of typical Americans as windbags and swindlers."

PRESIDENT AYDELOTTE, Swarthmore:—

"Every college game that becomes a spectacle deteriorates."

H. B. LEES-SMITH:—

"Irritability with the telephone is a test of one's own temperament as much as of the service."

ARTHUR DEAN:—

"Only those who have the habit of learning, the habit of thinking, the habit of growth, can keep in line with this complicated old world."

PROFESSOR ALBERT EINSTEIN:—

"I am rarely enthusiastic about what the League of Nations has done or has not done, but I am always glad it exists."

DR. C. O. SAPPINGTON, director of the health division of the National Safety Council:—

"It is true that music hath charms. Rhythm and harmony serve to soothe the tired business man or business woman, as well as the tired mother of a family after the children have been put to bed."

G. K. CHESTERTON:—

"There is more culture in housework, as it was done in the old days, than in all the things women pretend are uplifting in this new era."

FORMER GOVERNOR COX of Massachusetts:—

"I am of the firm conviction that we are nearer Utopia today in this country than we ever were."

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It makes the most refreshing acidulous drink. And definitely assists nature in restoring depleted nerves; acting as a positive tonic for brain and body.

Add Horsford's to your favorite fruit drink; or use it in water in place of lemon juice.

AT ALL DRUGGISTS

D-81-J

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

399. How much is it wise to do in the schools on this unemployment situation? (Rhode Island.)

The school nurses know the families and homes fairly well, and particularly from the child's point of view. They certainly should be counted in directly or through the school officials on any widespread welfare movement. The teachers know conditions of the children and indirectly of the homes, and can serve as valuable sources of information or checking.

In the schools themselves provisions and clothing are often collected at Thanksgiving and Christmas according to local needs. If handled with wisdom and tact this often proves a most worthwhile project for pupils and community. Some schools always have a Junior Aid League, a sort of local Junior Red Cross idea through which they help needy pupils and small children. They bring their pennies monthly and great good comes of little sacrifice. Just now their efforts are doubled. Children are our first care in any situation, and it is my experience that the majority of projects affecting children produce greater results when they head up through the schools for two reasons chiefly. The schools have the acquaintance and confidence of the parents, and the organization is all set up for use. As far as children are concerned they should enter into all relief situations.

400. What is the wisest policy in hiring married teachers, particularly now the unemployment situation is pressing the superintendent to employ the young inexperienced teacher? (New Jersey.)

The superintendent has only one stand he can take, and that is to hire the best teacher he can get for the class at the time he needs her. If the single teachers are the best or just as good, well and good, hire them. If they are young and inexperienced, as is often the case, and the position needs an older, more experienced woman, then it is his duty to hire her if he can, and brave the misunderstanding of some and the wrath of a few who would always use the schools for private purposes. If he is tied by a hard and fast rule on married teachers for regular positions, but has leeway to hire them for substitutes, as is a very common situation, he has the same problem now as always. It is intensified by this pressure of unemployment I know, but the welfare of the pupils is the only pivot on which he can safely turn, and he must govern himself accordingly. The consolation for him is that in the long run it is the only safe pivot on which he can turn, safest for himself personally.

401. What can we do about this clamor to teach religion? (Ohio.)

The schools cannot teach religion for many reasons. The most important one here in the East is that the people have not reached the place where they distinguish between religion and creed. Some of them never will. Some churches don't intend they shall.

The plan that seems to work best so far seems to be the one that allows children whose parents desire it to go early to a church school of their own choosing, or to arrange the public school program so they can go out when the religious class is held.

But the advocate of religious training will say: "What about that large group whose parents don't care or have no choice in the matter?" I am afraid that is an outside matter as far as the school is concerned. We have in the school no means or right of directing pupils to the theory of outside religious training. Representing those who believe religious training should be carried on in the home as well as those who wish their children to have no religious training at all, to recommend that children attend a church school of any or all kinds would be entirely unfitting. Permission to go early and arrangement of program to make such attendance in religious schools possible is all we can do in most places.

402. If you have sewing in the elementary schools who should pay for the materials? (Maine.)

If children are to take finished articles home they usually pay for the material. If they are used for community or school purposes the school system usually pays. If the children are making the articles for home, and a few cannot buy the material, the school often looks after these cases as it does for other needs in one way or another.

The school department usually buys such tools as scissors, needles, machines, etc. In some places it furnishes small materials as thread, thimbles and small amounts of cloth. In general, it is a local situation, and you have to meet it as you find it.

New Material for Debate

Debate Coaching. By Carroll P. Lahman, coach of Men's Debate, Western State Teachers College, Kalamazoo, Mich., and first vice-president of the Nat. Assn. of Teachers of Speech. (Ser. IV. Vol. I) 314 p. $2.40.

One of the first books to be written with the needs of the debate coach especially in mind. The inexperienced coach, or the teacher who finds himself saddled with the responsibility of the school's debating activities for the year will find it a lifesaver.

University Debaters' Annual, 1929-1930. Comp. by Edith M. Phelps. 471 pages, $2.25.

Nine intercollegiate debates of the season are reported in this Annual, each accompanied by briefs and a selected bibliography. The subjects covered are: Foreign debts and the tariff; The chain store system; Arbitration of international disputes; Complete disarmament; Ontario system for liquor control; Censorship; Higher education for exceptional students only; The Cotsworth thirteen month calendar; Oriental versus western civilization.

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Turn Your Pupil's Dial

By ARTHUR DEAN

Is it not reasonable to ask teachers to give similar interest, thought and time to studying ways and means of eliminating childhood disturbances that they so willingly give to radio disturbances?

The same amount of effort in eliminating classroom "static" that is used in trying to overcome radio static would soon make the world a safe place for children.

May I continue the analogy? How eagerly we try for "distance." Why not try for "distance" with children in the sense that we help them to realize to the highest their latent possibilities? Adding a few more "tubes" of classroom understanding of children, an "amplifier" to increase effectiveness of relationships of teachers with their pupils, and a better "loud listener" to causes behind children's motives might materially help pupils get that much desired station A-D-J-U-S-T-E-D.

If the radio doesn't "work" properly the mentally lazy folks lay it to the mysterious "static" and turn off. Teachers have "static" also. When their pupils are not behaving according to their ideas of what behavior should consist, they find mysterious excuses such as: heredity, influence of home and parents, the devil, past sickness, nerves and whatnot.

If the radio was "mushy" such teachers would either look for loose sockets and terminals, leaking condensers, faulty tubes, worn volume controls, and variable short circuits or else get out the book of instructions. They would not be content to say: "Oh, it's only static and nothing can be done about it."

You want "clear reception" from your radio. You want your radio so built and so adjusted that it will get every station.

With your pupils you want practically the same things. You want them to have receptive power adequate to every situation. You want them so adjusted that they get clear "reception" at every station in life in which they find themselves.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Being Like Jim

Edward sat on his front porch. He pounded the top rail with a stick until his mother pointed out the damage he was doing, then he rocked back and forth until the backs of the rockers scratched the clapboards of the house.

"What is the matter with you?" asked his mother, as she laid down the stockings she was darning, and looked at him.

"There isn't anything the matter with me," said Edward, grouchily, "except there isn't anything to do. Gee! Mother, I wish Jim were home. Seems as though he's been gone a month."

"But there's Frank across the street," replied his mother. "Why don't you play with him?"

"No fun playing with him," cried Edward. "He's always wanting to do the most-fun things. Wants to bat all the time, never wants to be 'it' in tag. Peeks when we play hide-and-seek, always arguing and finding fault. Now, Jim," Edward smiled, as he mentioned the name, "Jim isn't that way at all. If I want to bat, he says: 'Sure! It's more fun to pitch, anyway,' and if I want to be 'it' he says: 'All right! Let's go. It's more fun to do the hiding anyway.'"

"In other words," said his mother, "you like Jim because he's a good sport, and knows how to get fun out of any part of the game."

"I guess that's it!" answered Edward. "All the other boys like Jim, too. He's captain of the Bantams, and he's right-hand man of our scout leader, and he's the one we always choose to go ahead when we play 'Follow the leader.'"

Edward's mother smiled. "Wouldn't you like to be like Jim?" she asked.

"Wouldn't I—well, I guess! But then, nobody could be like Jim."

"I suspect anybody could," said his mother, "if anybody *acted* like Jim. *He's* a good sport. *He* isn't selfish. *He* wants the other fellow to have a good time. *He* gets his fun making the other fellow happy."

"Gee, mother," cried Edward, as he got up, "do you suppose I could be popular like Jim if I copied him, like you say?"

Ten minutes later Edward and Frank were in the back yard. "Sure, you can bat," said Edward. "It's more fun to pitch. Gets my arm in practice."

"I guess you're right," said Frank. "I'll tell you. I want to get my arm in practice, too, so we'll just take turns about."

Everybody knows one person like Jim. I can imagine Jim later in life. He is the most popular fellow in his town. They make him Mayor, and then Governor of the State. He is honest, too, and sometime a big, bronze statue of Jim will stand right in the middle of the town square.

Mrs. Grundy's Iron Gate

Mrs. Grundy was old, very old, if one judged her by her stooped shoulders and wrinkled, kindly face. She lived in the Cape cottage at the bend of the lane where it flowed into Major Street.

Lovely things came to live about Mrs. Grundy. Her phlox always bloomed more beautifully and lasted longer than the rest. Her roses had a deeper, more glorious hue as they leaned their little heads around her weather-beaten doorway, and her iron gate, brought from Spain by some old sea-going ancestor, always stood invitingly half-open, as though urging the passer-by to come in and rest.

Of course the ordinary passer-by never came in, but the children did, from far and near, on their way to school or to the village store, or well—just because their little feet carried them that way, even when they started out for somewhere else.

People said that the children called on Mrs. Grundy because of the great, golden, luscious, full-moon cookies that always appeared from the dark pantry when childish voices laughed in the cozy kitchen. But others said, with more truth, I am sure, that the children drifted towards Mother Grundy because they loved her, just as the butterflies found her flowers, and the birds, orioles and robins, built nests in her big elm trees.

Hallowe'en night Grundy Lane was alive with mysterious forms. Queer faces, some like ogres and some like savage beasts, peered from behind pumpkin lanterns as their owners dodged and darted here and there in the darkness. One group halted before Mother Grundy's iron gate.

"Let's lift it off its hinges," hoarsely whispered Eddie Jones. "Let's carry it way down and dump it in the swamp!"

There was a hushed silence at the close of Eddie's remarks. Eddie wondered. He was a newcomer, and did not quite understand these Cape Cod boys and girls.

"Take Mother Grundy's gate!" cried Millicent Peters, in blank astonishment. "Mother Grundy's gate — and throw it in the swamp! Why—why, who ever *heard* of such a thing!"

"Sure!" answered Eddie. "That's what we did where I came from."

"But—but Mother *Grundy's* gate!" cried Ned Porter. "Say! you touch that gate and, and—well, it won't be good for you, that's all *I've* got to say."

An hour later Mother Grundy was called to the door by a tick-tack that tapped gently on the bull's-eye glass piece.

"Landsakes!" she cried, "what's happened to my gate! Why, of all things! It's just covered with pumpkin lanterns. Did I ever see anything so gay!"

Mother Grundy laughed, then she disappeared, only to reappear a moment later. A big dishpan filled her arms, instantly a sweet, appetizing odor of fresh, hot cookies stole out upon the night air. At the magic call, queer wolfish faces, faces of ogres and dreadful giants began to creep out from behind every bush and stalk silently and terribly towards Mother Grundy—then the night was rent with awesome shouts as the impish horde, waving its arms, swarmed to the attack on Mother Grundy's golden ginger cookies.

Mother Grundy was one of those persons who does just a little bit more than might be expected. On the shelves of her dark closet are rows and rows of grape jelly and mint and apple jelly—just the sort of thing boys and girls like, and when someone is sick—well, maybe someone comes walking up to the door with a market basket on her arm. I suspect that certain young men who now work in the big city often sit back in their office chairs, and dream of Mother Grundy, and a certain night, just before Christmas—but you can imagine the rest.

The Lost Book

High school examinations were just ten days away. Virginia and June were both worried about them. There was that whole question of early colonial history to master. Then there was the matter of the three-hundred-dollar scholarship that went with the best paper.

In the little town where the girls lived there was only one poorly equipped library. In fact Miss Farnum, the history teacher, had more books on the subject than the entire library.

Miss Farnum was generous with her

books, too. Just before vacation began she called Virginia and June to her. "Girls," she said, "here is a book on early American history that will give you just the help you need. Take it and use it between you."

By chance the book fell to June first. She lost no time in getting at its contents. She made careful diagrams and notes, and copied extracts so diligently that at the end of three days she felt sure she could pass a creditable examination. On the day following, she found Virginia in the park, seated on a bench, studying.

"Here is Miss Farnum's book," she said. "I am through with it. Will you see that it is returned to her when you have studied it?"

The next day June passed that way again. Not far from where Virginia had been seated, yet partly hidden by a pile of rocks, lay Miss Farnum's book. It had rained the night before, and the book was a hopeles ruin.

June's first impulse was to pick up the book and run off to Virginia's house with it. Then an evil thought came to her.

"Without that book Virginia could not win the scholarship!"

June walked slowly home. A sense of guilt oppressed her. She could not keep her thoughts on her work. That rain-soaked book kept driving itself into her mind. At the end of an hour's study she found she had learned exactly nothing.

It was dark now, with no moon. A keen, rainy wind drove relentlessly out of the north. June went to the door and looked out. She shivered as though she had a chill. The telephone rang sharply. She hurriedly closed the door and lifted the receiver.

"June," cried the voice of Virginia. "A terrible thing has happened. I have lost Miss Farnum's book. I have looked and looked,—all afternoon. I feel terrible about losing the book. I can pay for it, of course, but what am I to do about my exam?"

June hesitated. What could she say? At heart she was a good girl. She knew that the guilty knowledge, if hidden, would ruin her peace of mind, and, therefore, destroy her chances of passing the examination. On the other hand, to tell Virginia she knew all about the book would be to confess her guilty conduct. I am sure June did the noble thing. Doing the noble thing pays in the long run. If June hides her knowledge and chances to win the scholarship, will her victory be one of justice or of trickery?

Blackberry Patch

Mary was four years older than the children with whom she was forced to play—that is, with whom she was forced to play when she had *time* to play.

Where there is a big farmhouse to look after, and a mother who is not well, and a little brother just two years old to watch every minute, you may be sure that the hours are not wide enough to cover the work that must be done. As for Mary, every one admitted that she never shirked a task or left one half done for someone else to finish.

On the day this story opens, Mary was sweeping the front porch when the other children passed by. How she would have liked to go berrying with them! What music their clanking tin pails sent across the picket fence to her!

"Dear me! How I should like to go," answered Mary, as the others urged her. "Father hasn't had a blackberry pie this season, and he likes blackberry pie better than anything else in the world."

Mary sighed—"Mother is not standing the heat very well, and little Jimsie is just full of mischief all the time. Why, just now I found him climbing up the posts of the well-house."

When the girls reached the blackberry patch they shouted with glee. Never had they seen such glorious berries—as big as one's thumb and as sweet as little nuggets of purple honey.

Just before the girls separated to start picking, Helen gathered them around her. She was older than the rest, and acted as their leader—when Mary was not along. Eight little bright heads came together in a whispering knot.

"Goody! Goody!" cried the eight, when Helen straightened up. "We'll do it! The biggest and best berries, and the biggest pail, too! Won't it be fun?"

That evening Mary sat on the front porch fanning her mother's hot face, when the eight girls trooped back from the berry patch. Instead of going by, however, with shrill cries of greeting they swarmed in through the wooden gate. Helen held a four-quart pail before her. It was full to the very brim with the choicest, most wonderful blackberries.

"For you, Mary," she cried, gayly. "Now your daddy can have all the blackberry pie he wants."

Mary brushed a tear from her eyes as she rose. "You dear girls!" she cried. (Remember she was four years older than the rest.) "I just love every one of you!"

"And we had the best time filling your pail," said Janette. "Every time we found a *big*, big berry we'd say inside ourselves: '*This* is for Mary's pail and *this* one and *this*.'"

"How can I thank you for your goodness?" asked Mary.

"It's nothing at all," said Helen. "On the way home we all said, didn't we, girls? that we hoped we'd grow up to be just such a big, kind lady as you are."

Can't you just feel the joy the girls received as they picked the extra big berries for Mary's pail?

Flowers for the President

The president was coming. Of course the whole town was excited. Someone must be picked from the two hundred school girls to present him with a huge bunch of native roses. Every little girl in town wanted that honor. It would be something to talk about for days and days. Why, the president might even shake *hands* with the girl lucky enough to be chosen as the flower carrier!

The principal of the school was finally named to make the selection. In announcing the rules which would guide him, he said:—

"First: The girl chosen must have a sweet smile, for she must smile when she presents the flowers to the president.

"Second: Her eyes must sparkle with good humor, for the president will look into her eyes when he accepts the gift.

"Third: Her voice must be low and gentle, for she must say a few words to the president.

"Fourth: She must be used to *handing* things to people. That means she must be unselfish and generous and helpful in her daily life.

"Fifth: She must be graceful, for she must make a bow when she leaves the president."

"Now, children," said the principal, "with these five requirements in mind I ask you to vote for the girl who most nearly answers them."

Mary Jones, who was chosen, lived with her father in a little cottage on the edge of the town. She was the little mother of a big family. Of course Martha was hired once a week to help her, but most of the work she did herself. Freddie and Joan were always as neat and clean as new pins, and the neighbors say that Mary was growing to be more and more like her dear, dead mother every day.

Someone must have told the president about the home life of Mary Jones, for when she handed him the flowers, and smiled so sweetly at him, he took her hand in his and bent down and kissed her, and then he drew her to him and put his arm around her shoulder. Mary looked too pretty for anything, tucked under the shoulder of the president. Everyone stopped breathing as the president told the people how noble, how wonderful, grow the lives of those who do unselfishly just a little more than life requires of them.

The BOOK TABLE

WORKBOOK FOR WORLD HISTORY TODAY. By Albert E. McKinley and Arthur C. Howland, both of the University of Pennsylvania, and Ruth Wanger, South Philadelphia High School for Girls. 237 pages (7 by 10 inches). New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This World History Today has special value, because it makes the World Today a vital part of World History. The traditional treatment of World History has sliced it up into a few varieties of history, and some have been tough old beef, some less-old beef, and finally baby beef, or veal.

In these 237 pages World History is assumed to have been well bred in the making, and "World History of Today" began with Modern History, which connected Europe of Today with Ancient Peoples by the Middle Ages, the Renaissance and the Protestant Revolution.

America today is skillfully given Caesarian deliverance into World History by Industrial Revolution of which the Reconstruction of the World since the World War is the result.

The "Workbook for World History in the Making," the companion of the "World History Today," is one of the important creations of school histories.

THE NEW PIONEERS. By Mary H. Wade. With illustrations. Boston: Little, Brown and Company.

It is as important, to say the least, to know how Edison, Goethals, Luther Burbank, and others overcame obstacles in order to make America a success in living in the last quarter of a century as to know how pioneers of a century ago made it possible to live everywhere in the United States. The obstacles which Ford and Byrd had to overcome seemed as insurmountable as anything that Boone, Lewis and Clark, Fremont, and Marcus Whitman faced in earlier times.

"The New Pioneers" make modern achievements as thrilling as anything required in the conquest of the land beyond "Where the West Began."

One fourth, at least, of the children and youths of today are descendants of those who were "foreigners" half a century ago, and the "New Pioneers" means more to them than the Old Pioneers, and American education is fully as important to this fourth or more as to the descendants of Old Pioneers.

All this makes "The New Pioneers" a valued school book of today.

THE TEACHING OF SECONDARY MATHEMATICS. By Jasper O. Hossler, University of Oklahoma, and Roland R. Smith, Springfield, Massachusetts. Cloth. 405 pages. New York: The Macmillan Company.

This is an unusual approach to the teaching of mathematics. It is an heroic effort to have high school teachers realize their responsibilty as the leaders of youths in their learning and in their use of what they learn.

It is a remarkable grouping of common-sense suggestions, such as "Form is essential in demonstrative geometry, but it should never obscure the understanding." "A mathematical science is built up from certain undefined terms and unproved proportions." "It would be foolish to ask a question of a class that has not learned that the purpose of the recitation period is to acquire something which they have not already learned." "The personality of one teacher will make a certain method successful, while the personality of another teacher is the best fitted for some other method." "The teacher should not give the appearance of hurry, for nervousness is very easily imparted to the pupils."

NEW PROGRESSIVE ROAD TO READING. A Program for Silent and Oral Reading. By Georgine Burchill, Clare Kleiser, William L. Ettinger, Edgar Dubs Shimer and Nathan Peyser, all vitally related to the best teaching in New York City.

Story Steps to Reading.
Book One.
Introductory to Book Two.
Book Two.
Book Three.
Introduction to Book Three.
New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

This is an exceptionally artistic and skillful provision of reading material for lower grades. Each is a complete book for a child to read with ease in his grade.

The latest professional thought in supplementary reading, silent and oral, is for a child to read an entire book of his own initiative. The lessons advance easily. Each lesson is so interesting to the child of that age that the child will read and reread it enthusiastically until it loses its charm, when he will want to know the lesson to which it leads.

The keynote is the old-time repetition idea, but everything is wholly new. For illustration: There are ten pages, each with a half-page illustration, all about a saddle pony that lost a shoe. The blacksmith had no coal to make a fire to heat the shoe. The man with the pony went to the storekeeper for coal, then to the farmer, the miller, then to the miner, and the blacksmith made a fire to heat the iron, to make the shoe, and all went well with the pony and his rider. It was all the repetitive story, but a wholly new story.

There is a distinct advantage in having the authors' experiences in the same city, in a very large city, and the use of a great variety of facts, industries, social relations and civic conditions.

Fortunately the present custom of providing a vast amount of supplementary reading makes it posible to have all children of the lower grades have these fascinating lessons with their wealth of information.

MY OCCUPATION. A Pupil's Workbook for the Study of Vocational Life. By Howard Copeland Hill, University of Chicago High School, and David Haydock Sellers, superintendent, County Schools, Troy, Ohio, (8 by 11 inches.) Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is an admirable demonstration of education in 1931, and anything known in school life five years ago. This is the latest conception of marketing school life for the good of boys and girls, and for the benefit of the city, country, and the world.

The first forty-six pages study Work, Happiness and Prosperity, then fifty pages on Industry and Business, then 100 pages on Making a Living, Making the State, Serving the Public, and Making a Home; then thirty pages to "Prepare for an Occupation," "Get a Job," "How to Advance in One's Work."

CHIPS FROM OLD HAYSEED'S HATCHET, AND OLD HAYSEED'S DIARY. Written and published by Francis W. Crooker, Fitzwilliam, N. H.

Francis W. Crooker, whose "Chips" are flying from his hatchet in these pages, has been loyal to the best social, civic and educational ideals, heroic to the limit in standing by the right in every fight, and no crusader has been more devoted to any and every cause where humanity has needed a champion than has Francis W. Crooker.

EDUCATION IN ACTION

Spelling Habits Key to Intelligence

Bright Pupils Err Oftener on Long Words Than the Dull As Phonetics Lead Best Thinkers Astray

Parents who would discover for themselves the intelligence of their children may now do so by comparing their child's habits of spelling with a survey of spelling habits of other children, which has just been issued by the bureau of publications of Teachers College, Columbia University. The author is Dr. Herbert Allen Carroll, assistant professor of educational psychology, University of Minnesota. This is said to be the first comparative study ever made of the effect of intelligence upon performance ability in a specific school subject.

Bright children often are poor spellers, the survey shows, and consistently err in attempting to spell words according to their sound. They also misspell more long words, transpose more letters and make more single-letter mistakes than dull children.

Such errors, Dr. Carroll said, indicate intelligence, for they arise from the child's attempts to translate sounds into letters, and denote an effort to utilize previous experience with similar words, a comparison of the old and the new words, and a perception of their relations—all basic elements in thought. The errors of the dull child have no such phonetic justification.

The survey is based upon an analysis of the spelling of 68,000 words by children in the 4A, 4B and 5B sections of Public School 210, Brooklyn. One hundred bright and one hundred dull children were selected from the bright and dull sections of the grades upon the basis of the intelligence tests given them upon entrance. The word "dull," Dr. Carroll explains, is used in a comparative rather than scientific sense. The fourth and fifth grades were selected because of the illegibility of child hand-writing in lower grades, and because of the relative mental inflexibility of pupils in higher grades.

Bright children, Dr. Carroll concludes, are more likely to make short mistakes in spelling, such as omitting or adding single letters, transposing, or substituting one letter for another. The dull make more errors involving a large part of a word, often adding or omitting entire syllables and substituting a group of letters entirely different from the correct set.

While Dr. Carroll does not advocate any spelling reforms, he suggests that the results of his survey show that bright children should be given every possible opportunity to develop their powers of generalization. Dull children, he believes, should be drilled in specific work in the letter and syllable structure of words.

Cincinnati's Program Of Work and Study

Announcement from Cincinnati University in Ohio that arrangements have been made with a light and power corporation of Poughkeepsie, N. Y., to place several students who are enrolled in the five-year engineering courses, calls attention to the fact that nearly 600 of the 1,850 Cincinnati University co-operative students are now spending alternate months away from Cincinnati working on their co-operative jobs. Dr. Robert C. Gowdy, acting dean of the College of Engineering and Commerce of the university, explains that through its method of technical instruction the institution places its students at work in industrial and commercial houses, transportation companies, department stores and the like, where they secure practical training. Nearly 100 young women are among these "co-op" students. Every engineering student spends alternate months at the university and at his co-operative work. Because of the increased enrollment of engineering students each year university officials are continually adding to the list of co-operating firms. The Poughkeepsie corporation now brings the total to 340. These firms are located in twelve states.

Parental Backing Asked for Schools

American public schools cannot be the "dumping place" for all parental and home responsibilities, according to Dr. Howard W. Nudd, director of the Public Education Association, in a recent lecture at New York University. "You can't educate a child for life," said Dr. Nudd, "unless the factors that mould the child's attitude and character are taken into consideration. Home training is essential, and the schools are trying to accomplish this through the agencies of visiting teachers, who act as a co-ordinating force between school and the child's home. In order to educate the parents as to their duties and responsibilities toward the education of the child, the visiting teacher system should act as a specialist from the school, to discover in the home or in the neighborhood the factors that make the child a problem in school. Their assistance has been found invaluable by the parents and the homes they have visited."

Would Analyze Pupils' Minds

A scientific survey of the mental life of New York City young folk is to be conducted by students of Colgate University. Under the direction of Dr. Donald A. Laird, director of the psychology department of the university, the Colgate students will seek the views of boys and girls between the ages of twelve and eighteen on social institutions, including churches, schools and prisons. Between 1,500 and 2,000 questions will be asked. Dr. Laird said no effort was being made in the interviews to grade youths according to character. The primary object of the survey is to record their normal mental life. More than 1,000 cases are to be studied, subjects of the test to include boys and girls of New York City and New Jersey communities, Utica and Syracuse. The psychologist expects through the survey to compare the mental outlook of urban and rural youth. Because of the large number of questions, and the spread of the territory, Dr. Laird said results will not be made public until late in February. The survey has already been started in Utica and Syracuse.

Land-Grant Colleges Criticised in Survey

Land-grant colleges and universities have failed to find out the actual requirements of business in developing their business courses, the survey of these institutions recently published by the Federal Office of Education discloses. "The discovery of the needs of higher business education is a task which land-grant institutions have almost completely ignored," the survey explains. "They have failed to study the demands of the business world for specific types of training to meet specific types of requirements. They have put forth little or no effort in analyzing changing economic and business conditions, and in making adequate excavations prior to the laying of foundations for their educational structure."

It is pointed out that "except in a few isolated instances, they have exhibited no interest in making use of the painful process of fact gathering as prerequisite to the formulation of their policies as to higher business education."

Three New Members For Education Board

A cabinet officer, a college dean and a packing magnate have been added to the General Education Board, a Rockefeller project for the promotion of education. They are: Ray Lyman Wilbur, secretary of the interior; Professor Edwin Mims, head of the department of English at Vanderbilt University, and Harold H. Swift, vice-president of Swift and Company, Chicago.

Radio Service For Czech Schools

The Czechoslovak Ministry of Education has created a radio section which will have charge of the installation of radios in Czechoslovak schools and the broadcasting of school programs, according to advices received from Assistant Trade Commissioner Sam E. Woods, Prague, Czechoslovakia. Special school programs will be broadcast twice daily, according to preliminary plans. Radio sets will be installed in 13,000 primary schools at a cost of approximately 60,000,000 crowns, or about $1,800,000. The larger schools will include the cost of installing radio equipment in their current budgets, while arrangements will be made for the smaller schools to receive credit and pay for the equipment over a period of several years.

Smith Girls Grow Healthier

The girls at Smith College are getting taller, heavier and healthier. Dr. K. Frances Scott, of the Department of Hygiene at the college, said that two pounds in weight and more than an inch in height had been added to the Smith College freshman since 1902, when measurements were first taken. A recent survey made by the Department of Physical Education showed that in 1903 the average weight was 121.44 pounds, and the average height five feet three inches, as against 123.5 pounds and five feet four inches this year. Dr. Scott gave as the chief factors in the improvement "the healthful results of summer camps and improvement of nutrition."

Lewis Says Colleges Foster Aimlessness

William Mather Lewis, president of Lafayette College, speaking before the forty-fifth annual meeting of the New England Association of Colleges and Secondary Schools in Boston, said: "Students are aimless in many of our colleges, because the colleges themselves are aimless. An outstanding weakness of the entire educational system of America is that we place our younger students in the hands of the youngest and most inexperienced teachers. In the lower grades of our schools the children just beginning their formal training are supervised by young girls whose thinking processes are extremely superficial."

Best Speller Receives Bar of Gold

Up on the old Comstock lode, where every corner is colored with the romance of Nevada's history, the best-known works of Noah Webster suddenly are in demand. There will be an old-fashioned spelling bee on the Comstock. The prize will be a gold bar, a replica of the one won by Fred S. Oliver, now of Chicago, in a spelling bee fifty-two years ago, at Virginia City. They did things in a big way in those days, and the prize bars for the best spellers were moulded in the form of bullion, which was poured from the Big Bonanza and other ore bodies of the great lode.

University Course In Waiting on Table

The demand for waiters and waitresses with college training some day may become as great as the demand for college educated men and women in other fields. If such a demand arises, Ohio State University will be prepared with graduates from its training school for tray-toters. The course is designed for training those who are working their way through school by waiting on table. The students enrolled in the course will have special textbooks, examinations and laboratory work in table waiting.

Victory for Middle-Aged In Actual College Tests

The contention of modern psychology that the middle-aged learn as readily as the young is borne out by actual results of examinations at the University of California. Adults taking correspondence and class work under the university during the past year, according to the director of the extension division, usually showed greater achievement in their studies than campus students who were enrolled in the division. This superior showing, the director attributes, however, quite as much to the older student's more serious and practical purpose as to his aptitude. Learning goes faster, in his opinion, when there is need of immediate application of the material learned.

Training Schools For Japanese Teachers

Japan has eleven institutions for the training of teachers. They include two schools attached to the Tokyo Normal High School, Hiroshina Normal High School, Nara Normal High School, Tokyo Academy of Music, Osaka Foreign Language School, Imperial University of Kyoto, Kijushu Imperial University, Tohoku Imperial University, Fourth High School, and the Hamamatsu Technical High School. The curriculum of the training schools for Japanese teachers includes courses in Japanese and Chinese classics, English, music, domestic science, gymnastics, physics, chemistry and mathematics.

Kitchen Course For Iowa Men

Men students of Iowa State College believe the husband of the future should know as much about kitchen and dining room procedure as his wife. A group of them started studying foods a year ago. But they are not satisfied, according to Miss Louise L'Engle, associate professor of foods and nutrition, and are demanding practical work. They want to learn how to bake good bread, carve meat and serve foods correctly, and the proper places for all plates and silverware in setting the table. A new course, including twelve laboratory periods, is to be offered them next quarter, Miss L'Engle said. The "perfect wife," as least in theory, will be the subject of a course in "home relationships" next September. The course, a combination of psychology and sociology, will delve into such subjects as the mother-in-law, the favorite child, spiritual development of individuals within the family and the attitude of parents toward children.

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Schools Teach People to Play

The great task of teaching people to play, to interpret through pageants, folk plays and dramas the spirit and history of the state, has fallen to the universities and colleges, says the Office of Education. Through such work these institutions keep alive the traditions that reach far back into the history of the race. One hundred and five institutions have reported to the Office of Education that they are active in this important work.

Barnard "Riot Fund" Sent One Dollar

The Barnard Bulletin's recent suggestion that Barnard students resort to public riots to stimulate philanthropy in the form of bequests and donations received futher impetus, a later issue of the undergraduate publication revealed. A letter, the paper said, had been received from a man "affiliated in some way with Princeton University," with a dollar enclosed. The dollar is being used to purchase the Barnard postcards which Barnard alumnae are selling in their campaign of publicity for the college, the Bulletin said.

University of Chicago Adopts Timeless Plan

Many collegiate traditions are bounced from the campus of the University of Chicago by the new "timeless" system of education, announced by Robert Maynard Hutchins, the school's thirty-year-old president. Under the new plan, which is to eliminate the regulation four-year college course, freshmen may be "big shots" of the campus. For degrees are to be granted any time a student can demonstrate, by a comprehensive examination, that he has mastered the required work. The "timeless" plan runs directly counter to existing regulations, all of which are based on a four-year course. President Hutchins said he hoped the new system would not only improve scholarship among the students, but reform teaching as well. "I do not mean to say," he declared, "that by tearing down the walls of the system of education which has been built up during the year we can produce a new character in teaching or in students, but we can open the way and watch the results."

German Students Learn More Easily

American high school students are more difficult to teach than students in German high schools, according to Miss Johanna Willich, of Berlin, exchange teacher in the East St. Louis High School. After two months as German instructor she has decided that German students learn more readily because of their attitude toward lessons, particularly languages. "It is not that I think German pupils are brighter that I say this," she explained, "but they take their work more seriously. High schools in Germany also are more advanced."

Choice Paintings Rented to Pupils

An experiment in esthetics has been started at Lawrence College, Appleton, Wis. Pictures are rented to students from the art collection of the college as the result of a gift of $2,000 from the Carnegie Corporation. Students may have originals by Whistler, De Goya, Charles Heil, Helen Hyde, Max Pollack, Bertha Jaques, and many other artists in their rooms at a nominal cost for a semester.

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GRINS BETWEEN GRINDS

The Proper Way

A teacher had been instructing the children to say "double" whenever two of the same letter appeared together in a word. One day the class came to this sentence in their reader: "Up, up and see the sun rise."

Little Johnny read: "Double up, and see the sun rise."—In Lighter Vein.

Compliment

A well-intended compliment doesn't always "go over."

A chorus girl, deliciously pretty, but decidedly low-brow, somehow found herself at a very select party given by a famous society woman.

The girl, lonely and uncomfortable as a fish out of water, was leaning against the wall, framed against the dark oak, when the hostess took pity on her.

"My dear," she said, kindly, "you look just like an old Rembrandt."

"Well," retorted the damsel, sharply, "you don't look too darned snappy yourself."

An Opening Operation

When they told Mrs. MacJones that she would have to undergo an operation for appendicitis, she insisted on the presence of the "meenister."

"But why?" they said. "It's a simple operation, and there's no danger."

"Maybe not," said she, decisively, "but if I'm to be opened I'll be opened with prayer."—Optimist.

Calamity

A Hebrew and his wife, according to Sherman J. McQueen of Monrovia, were standing at a clothier's window admiring a suit priced at eight guineas. The wife prevailed upon Isaac to go in and buy it. So Isaac offered six guineas for the suit, but the clothier would not agree to the reduction.

"I vill meet you half-way," declared Isaac. "Vill ve say seven guineas?"

"I do not do business that way," the clothier replied. "Eight guineas is the price and not a penny less."

So Isaac left the shop without buying, but when he told his wife what he had done, she indignantly exclaimed:

"You vas wrong, Isaac! That man will think you are a Scotsman."—Los Angeles Times.

The Only Bait

Dulltop—"What? Here it is Sunday and the golf links are deserted and the church packed. The new minister must be a marvel."

Oltop—"He is. He's delivering an address on how to make a hole in one."—Hartford Courant.

Telling a Joke

Be sure you tell a joke exactly right, or the laugh will be on you.

"If you took a magnifying glass," he said, "and looked into the lungs of a dog, what would you see?"

Everyone gave it up, after being told that "air" and "lungs" were incorrect answers.

"You would see," he told them, "the seat of his pants."

Loud guffaws followed this, and Uncle Dick was particularly amused. Next day he asked the question at work. No answer was forthcoming, so he cleared his throat for the laugh.

"You would see," he said, impressively, "the seat of his trousers!"

Sunday Militarism

Mother was very annoyed with her little son one Sunday.

"Bertie," she shouted, "I thought I told you not to play with your tin soldiers on a Sunday. It's very wrong of you to do so!"

"That's all right, ma," replied the boy. "On Sunday I call them the Salvation Army."

On Schedule Time

School Nurse (with clothing to give to needy families)—"Susie, how old is your baby?"

Susie, grade one—"Six months," pause—"tonight"—pause—"at half-past eight."

Selective Admission Adopted

Students will be admitted to the University of Mexico on a selective basis after this year, Ignacio Carcia Tellez, rector, has announced. The 1930 term has been completed, although some students are still taking final examinations, and the 1931 term will begin in February. The school term at the University of Mexico is from February to December. The rector, in announcing the new ruling of the advisory board of the university, explained that it was believed preferable to eliminate those not qualified for higher education in order to save time and expense and to facilitate the progress of the qualified students. The University of Mexico this year had an enrollment of 9,800. Students and many university officials are in the midst of a campaign for a "ciudad universitaria," or modern campus, that will provide more adequate quarters for the large student body. At present there is no campus, buildings of the university being scattered in various parts of the city.

Mississippi Colleges Ousted

Four Mississippi State institutions have been suspended from membership in the Association of Colleges and Secondary Schools of the Southern States as an expression of condemnation of the policy of Governor Theodore Bilbo and a board of trustees appointed by him. The schools suspended at the convention of the association are the University of Mississippi, the Agricultural and Mechanical College, the State College for Women, and the State Teachers College. The suspension is effective from September 1. The rul-

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ing does not affect the rating of the suspended schools, but their representatives will be barred from participation in the business of the association. The action resulted from the summary dismissal last summer by Governor Bilbo of a number of teachers in the various institutions of the state, and their replacement by appointees of the Governor or a board of trustees named by him. Officials of the association declared its step was not taken as a punishment of the schools. The recent dismissal of teachers in the state institutions of Mississippi was termed "a political raid on our educational institutions" by officials of the association.

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Scholarships in Farm School

A limited number of free scholarships are being offered by the national farm school at Doylestown, Pa., to worthy lads in all sections of the United States. This was announced by the trustees of the institution, who said the scholarships would be given to young men of the under-privileged class with an inherent desire to make some branch of agriculture their vocation. They must be between seventeen and twenty-one, and have two years of high school training. They must be healthy and "husky," and have recommendations from persons of standing in their communities. The scholarships include free board, room, tuition, books and implements during the three-year course. The school teaches both theory and practice of all branches of agriculture, and the curriculum also includes a liberal high school education. Applications for entrance, the trustees announced, should be sent to Herbert D. Allman, president of the school, 1701 Walnut Street, Philadelphia, before February 1, 1931.

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